

Year <u>2007-2008</u>	Paper <u>PS1 744</u>	Grade Level <u>7</u>	Score <u>4</u>
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TRAITS	Scores			
	4	3	2	1
Ideas	X			
Organization		X		
Voice		X		
Word Choice	X			
Fluency		X		
Conventions	X			

<b>Ideas</b>	The writer uses specific, relevant details to build his/her paragraphs (“... establishments are Starbuck’s Coffe [sic], Hostess Co., and Microsoft.”)
<b>Organization</b>	The essay is logically sequenced with formulaic transitions. It includes a conclusion although it is imbedded in the final body paragraph.
<b>Voice</b>	The voice is appropriate.
<b>Word Choice</b>	Uses advanced vocabulary such as “plethora”, “establishment”, “fanatic”, and “oppurtunity [sic]”.
<b>Fluency</b>	Sentences flow smoothly with no fragments or run-ons. The majority of the sentences are traditional subject/predicate patterns.
<b>Conventions</b>	Minor spelling errors that did not interfere with understanding.
<b>Comments</b>	The development of ideas and supporting details results in an above grade level essay.

Year <u>2007-2008</u>	Paper <u>PS1 775</u>	Grade Level <u>7</u>	Score <u>3</u>
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TRAITS	Scores			
	4	3	2	1
Ideas		X		
Organization		X		
Voice		X		
Word Choice		X		
Fluency		X		
Conventions		X		

<b>Ideas</b>	Specific details help make this a "3" paper. ("endless things to do" were identified, food bar and ice cream machine)
<b>Organization</b>	Implied paragraphing with transitions, even though there is only one body paragraph. Logical sequence. Does include an introduction, body, and conclusion.
<b>Voice</b>	Comfortable voice "...not have to sit on a boring old plane."
<b>Word Choice</b>	Word choice consistent for seventh grade "boring," "hyper," Good active verbs like "smashed."
<b>Fluency</b>	Varied sentence beginnings. Some fragments. Readable, though not an easy flow.
<b>Conventions</b>	Few errors that do not interfere with understanding. "Theird,," "board".
<b>Comments</b>	This is a low 3. It has obvious deficiencies in development, but could easily be revised. According to the rubric, it is proficient.

Year <u>2007-2008</u>	Paper <u>PS1 739</u>	Grade Level <u>7</u>	Score <u>2</u>
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TRAITS	Scores			
	4	3	2	1
Ideas			x	
Organization			x	
Voice			x	
Word Choice			x	
Fluency				x
Conventions				x

<b>Ideas</b>	Essay has a central idea but lacks relevant details. It states that they wanted to go to Tokyo, but the only relevant detail was the Tokyo Tower.
<b>Organization</b>	Ideas are disconnected. For example, "Robots, Godzilla, and Tokyo Tower." Lists disconnected ideas in body paragraph.
<b>Voice</b>	Some audience awareness in asking the question, "Did you know that Tokyo is five years ahead of us in electronics?"
<b>Word Choice</b>	Very little use of adjectives.
<b>Fluency</b>	Little or no control over sentence construction. "I what to visit is Tokyo. And see. . ."
<b>Conventions</b>	Errors in grammar make understanding difficult. "And in want go on Asia and Japan." The writer's use of language is underdeveloped, and there are deficiencies in the writer's understanding of expository writing.

Year <u>2007-2008</u>	Paper <u>PS1 761</u>	Grade Level <u>7</u>	Score <u>1</u>
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TRAITS	Scores			
	4	3	2	1
Ideas				X
Organization				X
Voice				X
Word Choice				X
Fluency				X
Conventions				X

Ideas	Attempts a response, but lacks focus and doesn't have any details; response is very unclear and does not address topic; "If I had a kusiwin in Taxis"
Organization	Completely lacks understanding of expository writing and does not follow essay format.
Voice	Lacks voice and audience awareness
Word Choice	Very simplistic word choices
Fluency	No transitions; writing is awkward and interferes with readability
Conventions	Missing words; misspellings and lack of end punctuation distract from the paper and make understanding difficult